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ABSTRACT

Described are methods of organizing the learning environment to enhance the education of seriously emotionally disturbed elementary level children. It is explained that the environment should combine interest with opportunities for self regulation, and should encourage individualized programming and flexibility. Requirements (such as equipment preparation and scheduling) for organizing rooms are set forth, and considerations in evaluating the environment are listed. The bulk of the document is comprised of room diagrams, and schedules and sample reports from the Developmental Training Center at Indiana University. (CL)

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CREATING A LEARNING ENVIRONMENT FOR EXCEPTIONAL CHILDREN

BEST COPY AVAILABLE

DEVELOPMENTAL TRAINING CENTER

INDIANA UNIVERSITY

Nancy Dalrymple

Christine Rans

EC100797

FOREWARD

Special Educators, here is an opportunity for you to share ideas about curriculum you have designed, modified or adapted for use with exceptional children. The Teachers' Exchange is conceived of as a forum for teachers to exchange information on instructional materials and techniques found to be successful with children.

The second booklet, Creating a Learning Environment for Exceptional Children presents a teaching approach that has been effective with seriously emotionally disturbed children. By sharing the success of this organizational approach to classrooms, the teachers involved hope to be helpful and encouraging to others.

For those of you who have been successful developing an effective educational strategy, let Teachers' Exchange become the forum for sharing these ideas. Further information on this project may be obtained by contacting the Indiana University Developmental Training Center in Bloomington, Indiana 47401.

Patricia W. Williams, Ed.D.
Director of Children's Services:
School Age Unit

ACKNOWLEDGEMENTS

We wish to recognize and thank those persons who contributed their time to advise and assist in the development of this source-book.

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Our special thanks are extended to the students at the Indiana University Developmental Training Center for adapting so well to this learning environment.

INTRODUCTION

Special education classes are often self-contained environments, housed in elementary schools with one or two classes per building. Teachers are isolated with little chance for interchange and sometimes have inadequate support from other school personnel. There often is a lack of space, materials, and equipment for program needs.

These observations suggest that an alternative classroom environment should be explored. This sourcebook will outline a learning environment designed at the Developmental Training Center by the demonstration teachers. This project implements several rooms which are used by three classes of special education children ages five through thirteen. Every class moves through each room environment with its teacher during each day.

The learning environment can be designed to meet the needs of the children. Exceptional children need to know what they are expected to do in each time segment, where the activity is to be located, and what rules govern their behavior. The environment should be as predictable as possible. Adequate space and materials are essential. Also the child should be taught to associate each location with one specific activity. Teachers, as well as students, benefit from environments in which they can be creative. Adequate space and materials are needed to meet each child's program. Working together adds support and reinforcement for teachers. These factors were considered in designing the DTC classroom program.

OBJECTIVES FOR CREATION OF AN ENVIRONMENT TO MEET THE NEEDS OF EXCEPTIONAL CHILDREN AND TEACHERS.

Create an environment that accommodates children with a wide range of disabilities and varying ages

Learning environments can be designed to permit exploration and to encourage children to use materials while at the same time allowing several teachers to have access to the rooms and materials. The needs of the children must be assessed carefully and used as the basis for the design of the learning environment.

Create a structured, ordered environment which is interesting and inviting

Orderly, predictable, well-kept classrooms can act as an important aide in helping exceptional children adjust to school. Interest centers, changing exhibits, and pretty colors can be incentives to exceptional children.

Create an environment where clear expectations regarding use of space, ~~specified~~ materials, and time can be specified

Exceptional children need rules and consistency. An environment can help support and regulate the rules permitting the use of natural consequences and less teacher-imposed regulation. The environment helps dictate the activities.

Create an environment which encourages self-regulation and independence

Too often exceptional children are regulated by adults. Building a learning environment that can encourage choices, running

errands, responsibility for materials, and independence in movement helps the child grow.

Create an environment which permits and encourages individualized programming, fluid groupings, and flexibility

Exceptional children can be taught to assume responsibility for materials and time segments. This allows time for individual and small group work and development of programs that meet individual needs. The classroom environment can be designed to aid in teaching responsibility. Child-use materials must be stored in appropriate easy-to-handle containers, shelves must be uncluttered, machines must be sturdy, and sinks and toilets must be within reach. Everything must have its place. The size of student groups should be considered in designing the environment with the needs of each group in mind.

Create an environment that maximizes use of materials

Combining the resources of two to four special education rooms allows greater use of materials. One language master, tape recorder or record player can serve several groups. One Peabody Kit or set of puppets can be used by many children. A listening table or art table can be designated and used for this purpose alone.

Create an environment which will be supportive and exciting to special education teachers and allow staff to learn from one another

A staff who can work together in a creative environment is much more likely to meet the needs of exceptional children.

Interaction encourages growth, change, and experimentation until answers are found.

STEPS NECESSARY FOR PLANNING AND DESIGNING THE CLASSROOM ENVIRONMENT

The following criteria must be considered before adopting this learning environment

1. Two or more teachers who are excited by the idea and willing to put in extra effort to make it work.

2. Teachers who enjoy working together plus a principal and special education director who will support the effort.

3. Two or more rooms located adjacent to or across from one another so movement is facilitated.

4. A population of children who can be taught to move easily and can benefit from such a joint effort.

Organization of Rooms

All the rooms should be laid out with the following similar areas.

1. Quiet corner. The quiet corner is a place where a child can be alone but not completely excluded from the room. It may have a small throw rug, wall mirror (close to the floor), desk and chair, or other items helpful to calm a child. The quiet corner is designed to have three or four sides, two being a corner of a room, if possible. The other one or two sides can be some type of cupboard or cabinet leaving an opening to enter and exit.

2. Rug areas. The rug areas are used by all people in the classroom. They are 9' x 12' areas or smaller. The types of materials, equipment, and storage cupboards that surround the rug area define its purpose. Group activities, such as music, rhythms, storytime, films, and group games might use a large rug area. This sets the boundaries for the children. Individual activities, such as independent reading, puzzles, and one-to-one instruction might take place on a smaller rug area.

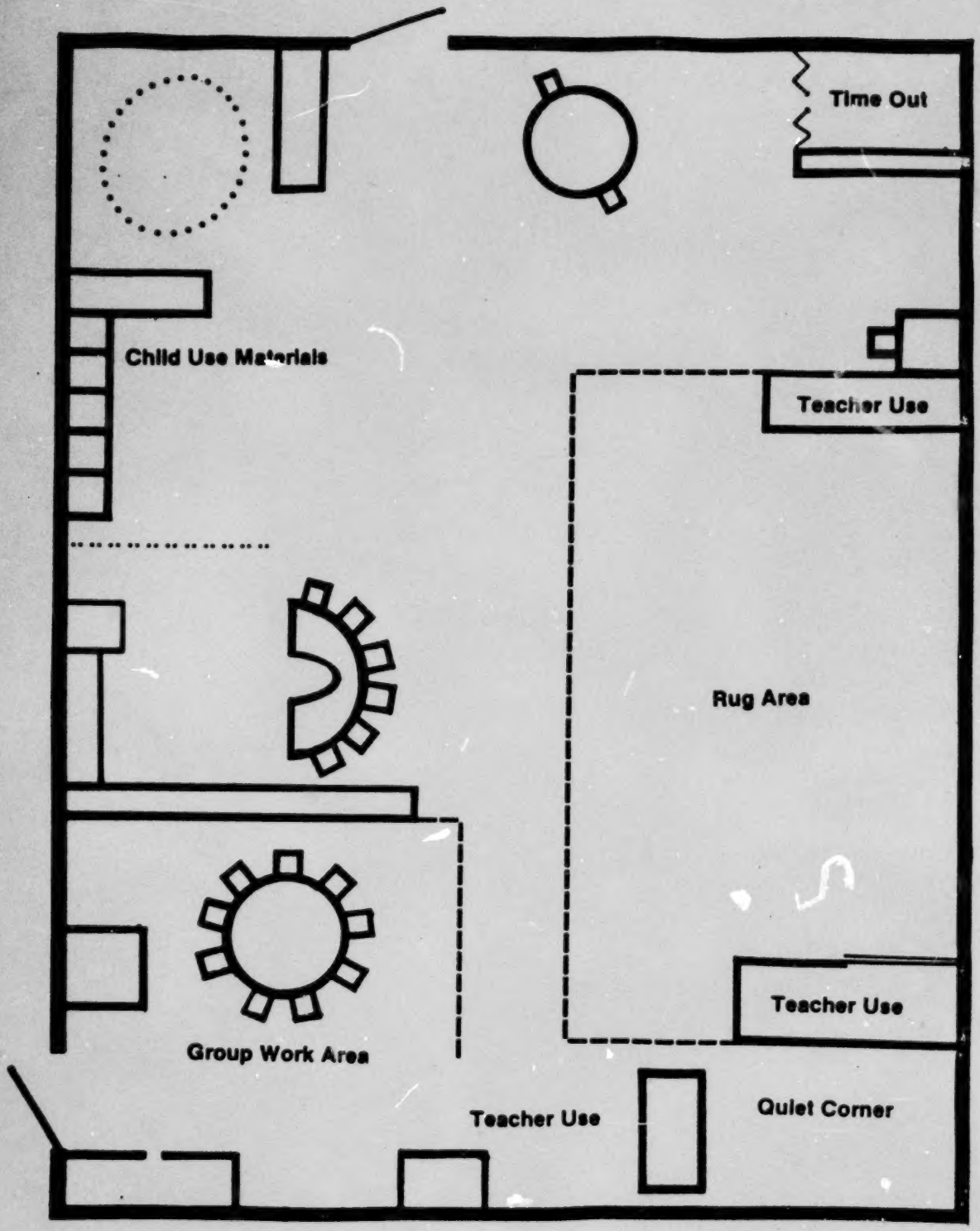
3. Group work area. There are at least three group work areas in each room. The group work areas are child-sized tables. They might be round, square, rectangular, kidney-shaped, or trapezoid tables that can be mixed and matched. The number of children in the group determines which table is most effective for the activity planned.

4. Individual work areas. Individual desks or small tables are placed around the room in semi-secluded areas. The desks are used for one-to-one instruction, independent and freetime activities.

5. Time out area. An isolated area completely shut away from anything that is motivating to a child. The space should be a safe, confined area where a child can be left alone to regain control until he is ready to rejoin the class.

6. Place for child-use materials. Each room houses materials, curriculum, and equipment for specific areas of study (Language Arts, Math, Fine Motor, and Arts and Social Learning). Special areas are developed for child use. The children are able to use, play, and enjoy themselves with the materials. The areas include specially designed learning centers, open shelves, play areas, and easy-to-handle containers for games and manipulative materials, such as colored one-inch blocks. When it is time for cleanup, the children can be taught where each item belongs.

7. Places for teacher-use materials. Teacher-use materials are stored with easy access to the teacher. These might be large cabinets with doors or a curtain cover. Materials prepared for lessons are placed in pans or boxes out of reach of children. Items requiring supervision for use are kept on higher shelves or in boxes. Infrequently used materials can be kept in less accessible places.


Time Out
Child Use Materials
Teacher Use
Rug Area
Group Work Area
Teacher Use
Teacher Use
Quiet Corner

Careful planning for each room is needed from the beginning to avoid unnecessary changes

Each room has a function and a purpose. Planning is very important to receive the full benefit of each room. Decisions must be made concerning the amount of time each group is to be in the room, exactly how each group is to move through the rooms, maintenance of each room, and coordination of where each teacher keeps her personal materials in the room.

Major responsibilities for a room remains with one teacher, the homeroom teacher

Responsibilities include providing supplies (such as scissors, crayons, tables, pencils and chalk), making all repairs, and general housekeeping. Teachers and groups moving through the rooms are responsible for putting away all materials before leaving. The homeroom teacher is in charge of keeping other teachers aware of any specific problems in her room such as paints left open, filmstrips unrolled, tape recorder left on, etc. When the teachers are honest and open with each other about problems, the program runs more smoothly.

The main curriculum areas and activities for each room should be decided upon

Each room houses specific materials and equipment. A Language Arts room might house all reading curriculums and books, filmstrips and projector, and tape recorder. A Social Learning room might house two or three curriculum areas such as music, art, and science. Materials could include a piano, rhythm instruments, record player,

Teachers must have time for planning together

In order to make a cooperative plan effective teachers must have adequate planning time. A half hour every morning or a weekly session would be adequate.

Explain the plan to all other school personnel

When the environment is ready all school personnel should have a tour and an explanation of objectives and a description of how the plan will work. If possible, try to gain their cooperation for your new program.

Communicate the use of rooms, materials, equipment, and schedules to the children

When all the planning has been completed and the classrooms are ready a strategy is needed for introducing the children to the environment.

This can be done by.

1. Using color-coded rooms, such as orange for the Language Arts room, green for the Math-Writing room, yellow for the Social-Art room, and blue for an individual study room.
2. Making individual charts with colors and drawings to show the daily routine.
3. Moving the children through the routine until it is learned.

art supplies, and science materials. This room might also include a play area. A Math and Writing room might include manipulative and counting items and items used for perceptual training, as well as all math curriculums.

Placement and preparation of materials and equipment must be considered carefully

Before school begins each morning all materials needed for the daily lessons must be ready and in place. This includes each teacher's prepared materials for her lessons, as well as all shared room items and equipment.

Scheduling and planning for each child within each room is needed

Before a group enters a room the teacher must have a master schedule designed. The schedule should include every room which that class moves through and every movement within each room that a single child makes. It is important for everyone working within the environment to know where he is to be and what he is to be doing.

For example, as a group moves into the Language Arts room, child A goes to the round table for 15 minutes of individual instruction, children B, C and D go to the listening table, and child E has independent time on the rug area. The next 15-30 minutes a change of activities occurs with each child and instructor knowing where to be and what to do. This should remain consistent from day to day.

EVALUATE YOUR ENVIRONMENT

When your learning environment has been designed and in operation for a month or more it should be evaluated by all personnel. Reevaluations should be made periodically through the school year. Are objectives being met? Decide what needs adjusting or changing and then generate a list of questions and concerns. Some of these might be:

1. Does a child have a hard time in one room during a time period? Why? What can be altered?
2. Is part of a room not being used?
3. Are materials accessible to children and able to be cared for by them?
4. Do teachers know that supplies are where they should be?
5. Is there a problem moving from class to class? How can this be solved?
6. Is cleanup a problem? What can be done to help this?
7. Do teachers have enough planning time?

DEVELOPMENTAL TRAINING CENTER

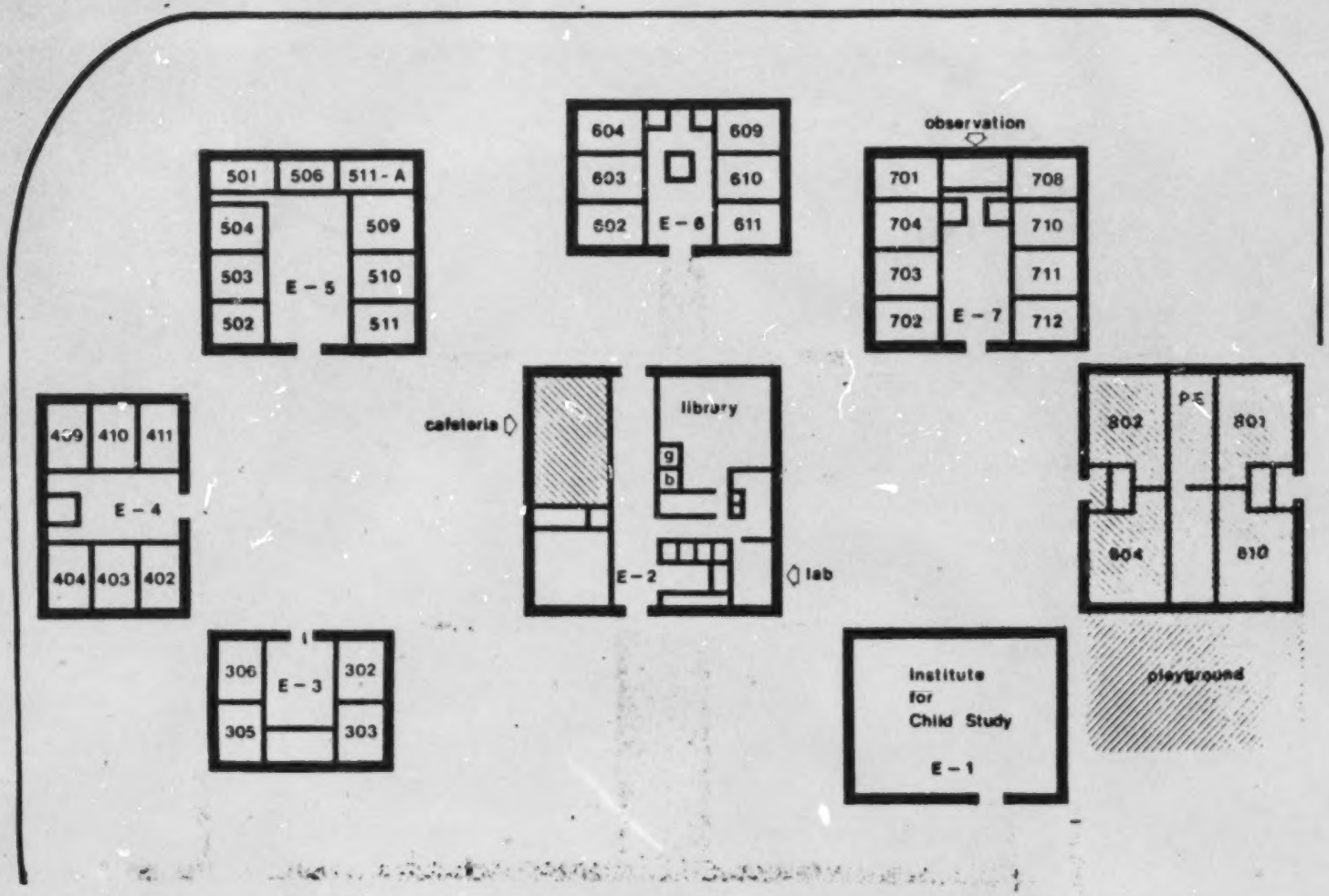
CLASSROOM ENVIRONMENT

At the Developmental Training Center there are four classes. One class is for assessment and is self-contained. The remaining three classes share their classrooms. One class is a day program of Educable Mentally Retarded children ages six to thirteen. The other two classes are residential children who are developmentally disabled with emotional disturbances. One class has six children ages five through eight, while the other class is designed for six children ages nine through twelve.

The children are referred to the DTC by teachers, social workers and doctors from throughout the State of Indiana. Education programs have not been effective in meeting the needs of these children. The DTC staff assess and design individual programs for each child and train parents and schools to continue the programs. The DTC also trains students from Indiana University to work with special children.

The children in residence at the DTC represent a wider range of abilities and probably a greater severity of problems than would be found in most special education classes. There is one teacher assigned to each class. An adaptive physical education teacher and student speech clinicians are on the staff. A social worker and cottage counselor are assigned to each child. The additional help in the classrooms is supplied by Indiana University special education students.

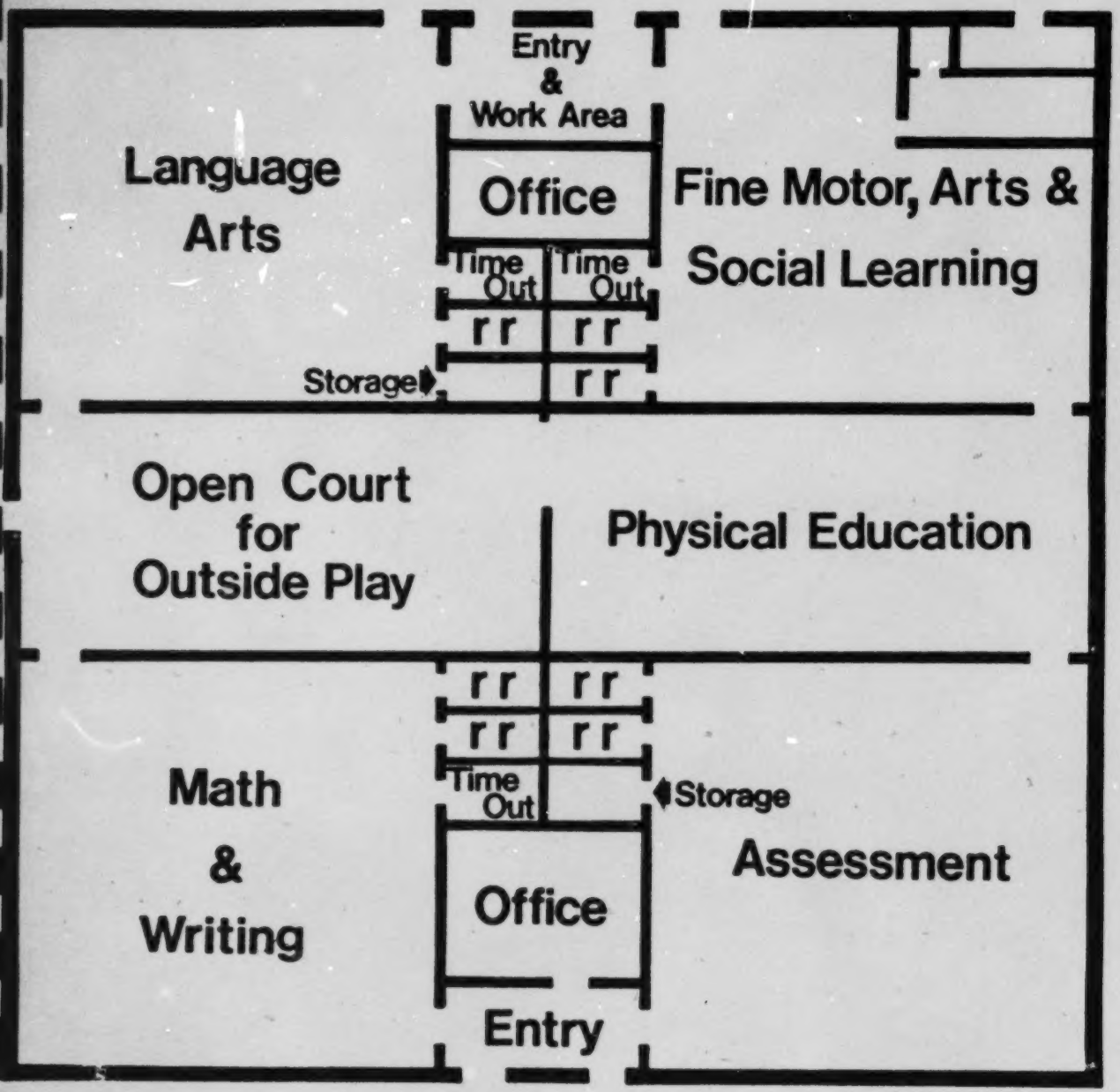
Diagrams of the elementary school, the DTC classroom building, and room layouts are included to provide a picture of the learning environment.



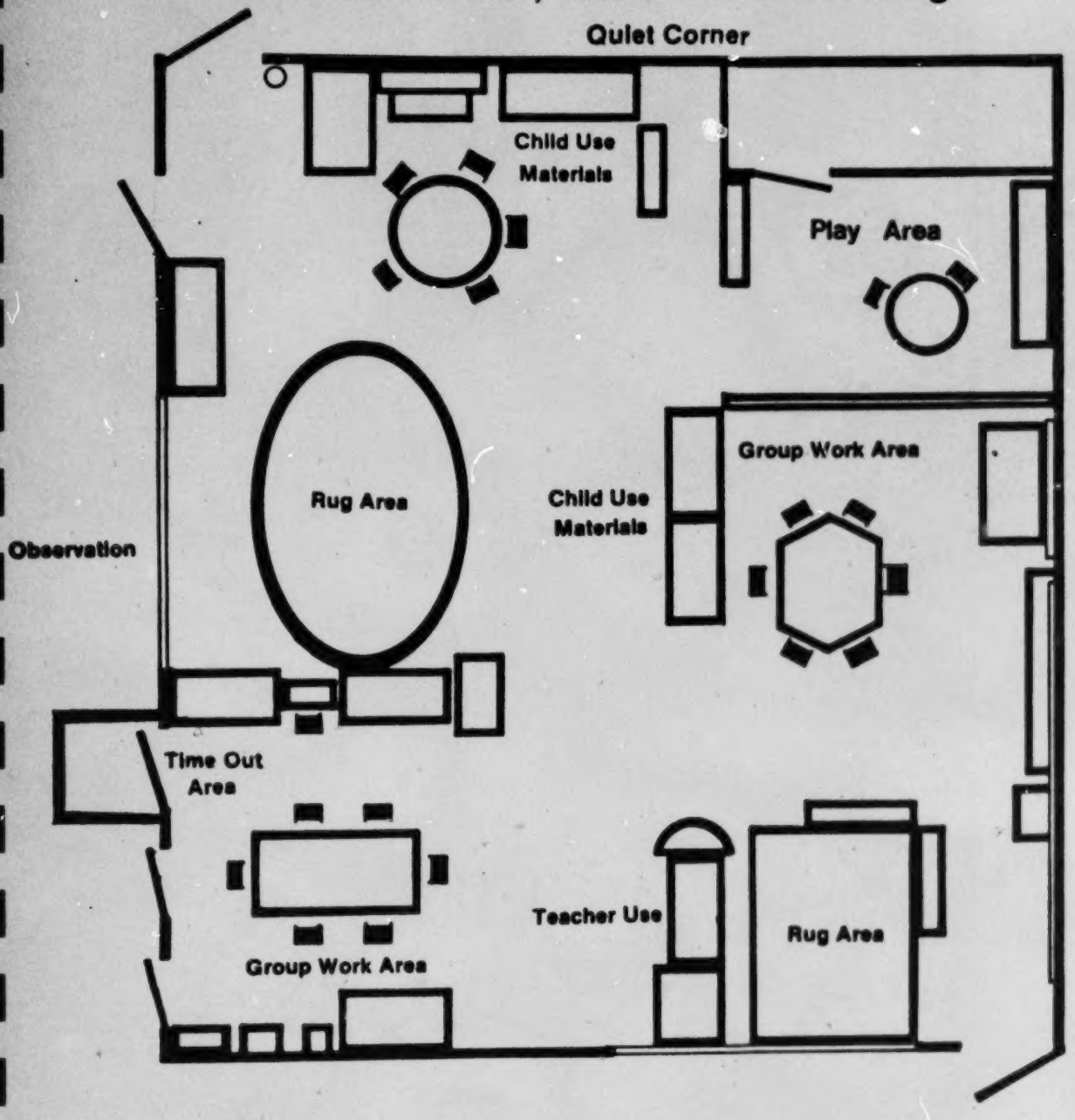
University Elementary School

Shaded areas are used by DTC children.

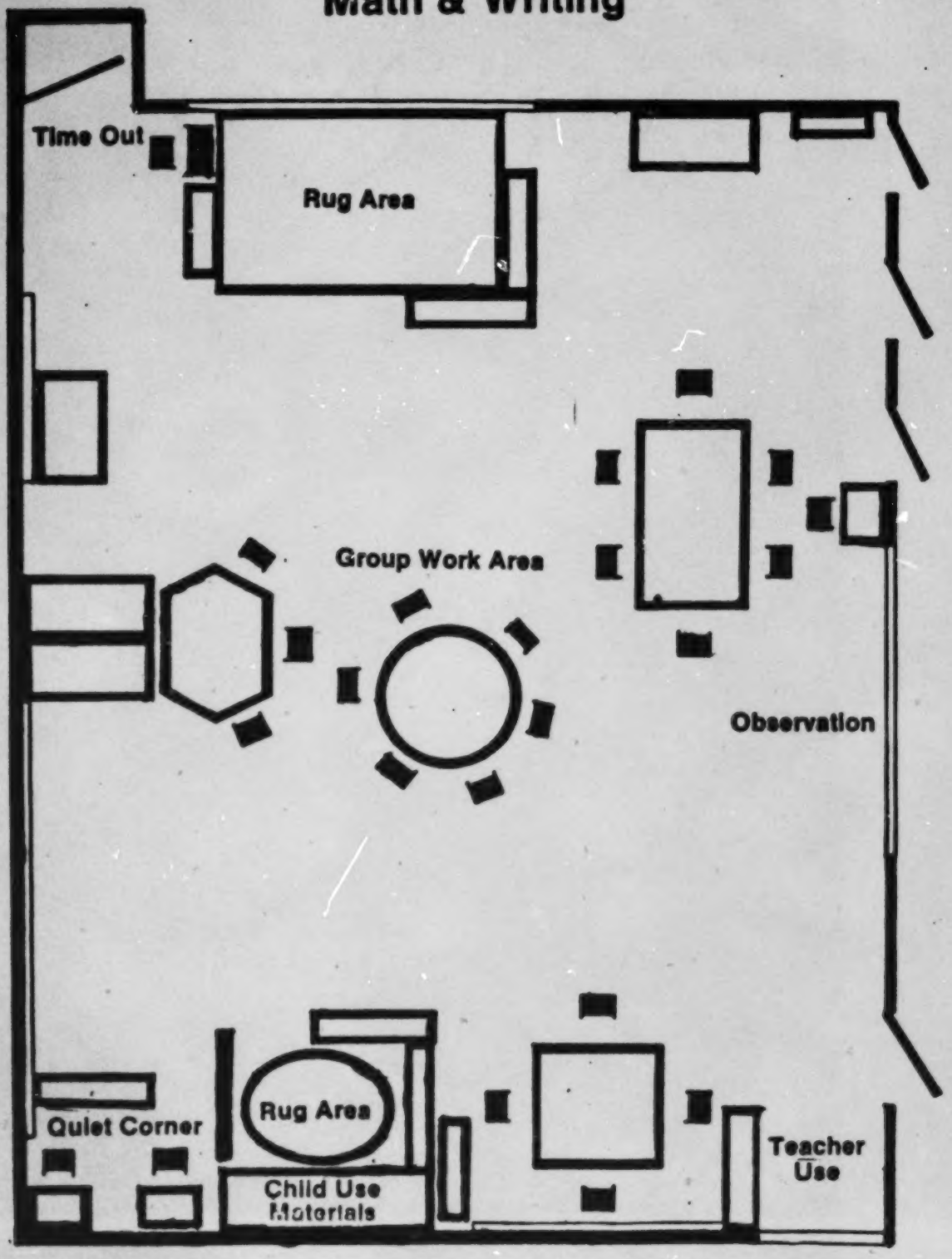
This is the layout of Building #8 at University Elementary School which houses the DTC Special Education classes.



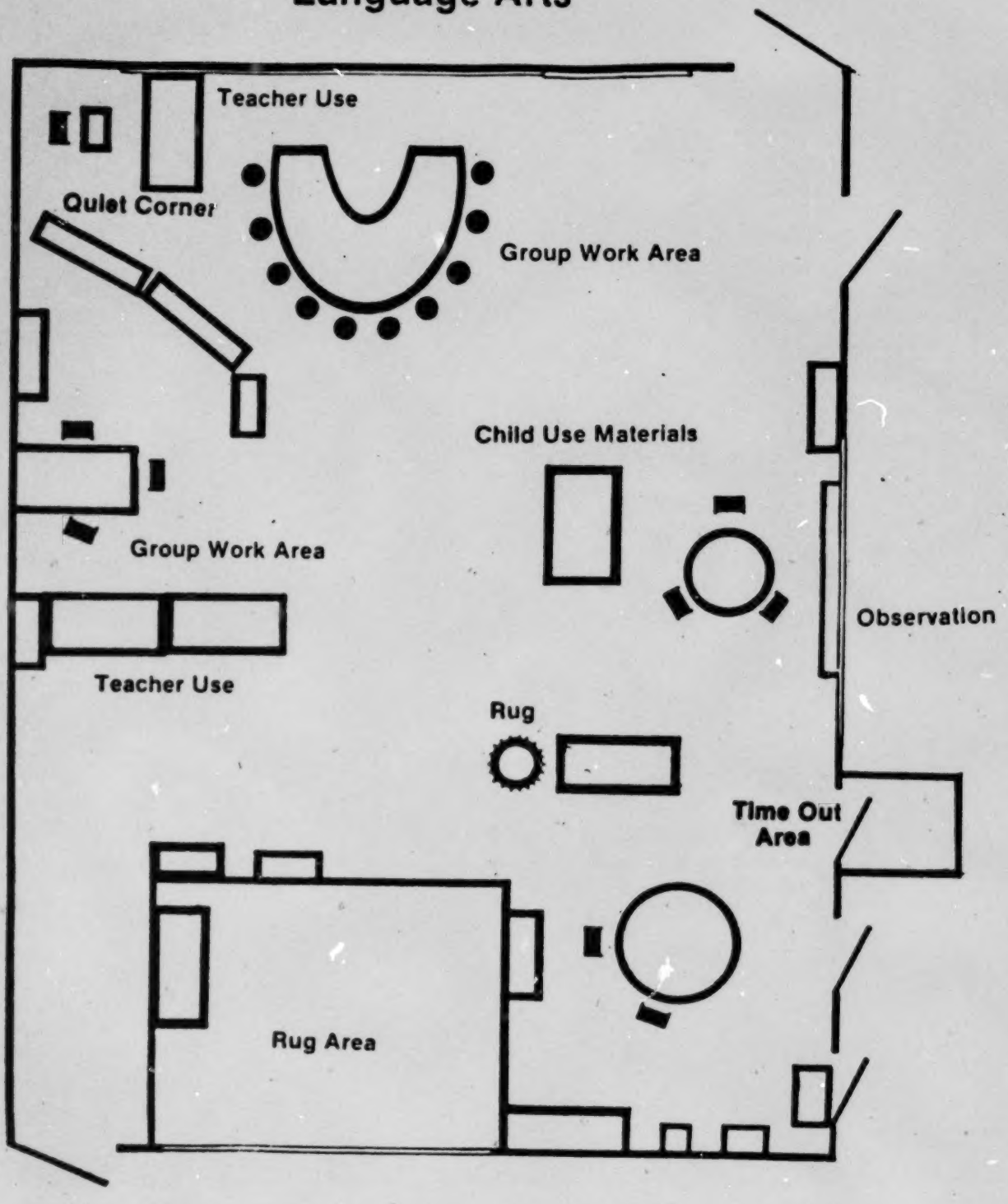
Fine Motor, Arts & Social Learning



Math & Writing



Language Arts



At the beginning of the year a general schedule for all classes is designed.

EDUCATIONAL PROGRAM SCHEDULE

Homerooms

Green Room: Susan - Day Class
Orange Room: Chris - 9 through 12 year olds
Yellow Room: Nancy - 5 through 8 year olds
Blue Room: Shirley - Assessment
Physical Education Room: Joan - All children

Learning Centers

Green Room: Math and Writing
Orange Room: Language Arts
Yellow Room: Arts, Science, Social Learning
Aqua Room: (between orange and yellow rooms)
Plants, Animals, and Wookworking
Blue Room: Assessment

Teachers' offices are in observation rooms adjacent to their homerooms. Nancy and Chris are available from 8:15-9:00 for counseling of students and sharing of information. Susan will be available from 8:00-8:30.

Children enter their homerooms through the entry hall nearest their room.

Daily Classroom Schedule

Movement of children is planned for green, yellow and orange rooms. The assessment class will be self-contained. The rotation of children is counterclockwise.

Rules are mutually agreen upon, reviewed and revised throughout the school year.

CLASSROOM RULES

Courtyard

Items in courtyard must be left there.

Only adults open and close doors. Do not leave door open.

Do not bang or hang on door.

Do not throw sand.

Outside

Ride bikes on sidewalks.

Stay in play yard unless given permission to go elsewhere.

Orange Room

Floor screen is not to be touched or played with.

Initially all equipment is to be used only with teacher supervision.

Leave room clean.

Aqua Room

Outside toys are to be used only outside and returned to proper place.

Carpentry is to be used only with teacher supervision and cleaned up when leaving.

Animals are to be kept in cages always unless teacher supervises.

Children's cubbies and hangers are to be left alone.

Toy giraffe is for 6 years and under.

Scooter for all ages.

Small yellow bike is for 8 years and under.

Time	Green Room	Orange Room	Yellow Room
9:00-10:00	Susan	Chris	Nancy
10:00-11:00	Chris	Nancy	Susan
11:00-12:00	Nancy	Susan	Chris
12:00-12:15	Susan	Chris	Nancy
12:15- 1:00	Lunch and Recess		
1:00- 2:00	Flexible Grouping Activities		
2:00- 2:30	Susan	Chris	Nancy
2:30	Residential children will leave at 2:30		
2:45	Day children will leave at 2:45		

Yellow Room

Children do not go in any cupboards alone.

Play time is designated by teacher.

Records and piano are played by teacher or under strict supervision.

All paints, glue, etc., is to be cleaned up and put away.

All areas are to be cleaned up.

Storage closet is out-of-bounds.

Green truck and all items in room, stay in room.

Green Room

Do not put hands or items in fish tank.

Pick up and put away all materials after use.

Each teacher prepares a class schedule and an individual schedule for each child. This includes the time and place each lesson is taught and the teacher or aide responsible. Two ways of preparing these schedules are included.

SPRING SEMESTER SCHEDULE

	YELLOW ROOM 9:00-9:30	9:30-10:00	ORANGE ROOM 10:00-10:20	10:20-10:45
MONDAY	Patty SP Toni Bobby PE Vicki John LA Missy LA	Patty FM Missy Bobby PM John Vicki Toni PM	Bobby SP Toni LA Vicki LA Missy John Listening Patty - Directions	Missy John LA Games Patty Movement
TUESDAY	Toni Bobby PE Vicki John LA Missy LA Patty FM	Patty GM Missy Bobby PM John Vicki Toni PM	John SP Toni LA Vicki LA Missy Bobby Listening Patty - Directions	Missy Bobby LA Games Patty Movement
WEDNESDAY	Patty SP John LA Missy LA Toni Bobby LA Group Vicki	Patty FM Missy Bobby PM John Vicki Toni PM	Bobby SP Toni LA Vicki LA Missy John Listening Patty - Directions	Missy John LA Games Patty Movement
THURSDAY	Toni Bobby PE Vicki John LA Missy LA Patty FM	Patty GM Missy Bobby PM John Vicki Toni PM	John SP Toni LA Vicki LA Missy Bobby Listening Patty - Directions	Missy Bobby LA Games Patty Movement
FRIDAY	Patty SP John LA Missy LA Toni Vicki LA Group Bobby	Patty FM Missy Bobby PM John Vicki Toni PM	Bobby SP Toni LA Vicki LA Missy Listening John SP Patty - Directions	Missy LA Games Patty Movement

SP - Speech FM - Fine Motor PE - Physical Education

GM - Gross Motor LA - Language Arts

SPRING SEMESTER SCHEDULE

	ORANGE ROOM 10:45-11:00	GREEN ROOM 11:00-11:30		GREEN ROOM 11:30-12:00		YELLOW ROOM 12:00-1:00
MONDAY	Snack All	Toni Missy John Vicki Bobby Patty	SP PE Math Math Math "Free"	Missy Patty John Toni Bobby Vicki	SP PE Math LA "Free"	Ready for Lunch Lunch 12:15 Recess 12:35-1:00
TUESDAY	Snack All	Missy John Vicki Bobby Patty Toni	PE Math Math Math Imitation "Free"	Missy Vicki Patty John Toni Bobby	SP SP PE Math LA	Record Player on Wash Hands Bathroom Medication Coats on Walk to Lunchroom Eat
WEDNESDAY	Snack All	Toni John Vicki Bobby Patty Missy	SP Math Math Math "Free"	Missy Vicki Patty John Toni Bobby	GM Math LA	When finished play outside unless wet or cold Then PE room or Yellow Room
THURSDAY	Snack All	Missy John Vicki Bobby Patty Toni	PE Math Math Math Imitation "Free"	Vicki Patty John Toni Bobby Missy	SP PE Math LA	Same as above
FRIDAY	Snack All	Toni John Vicki Bobby Patty Missy	SP Math Math Math "Free"	Missy Vicki Toni Bobby Patty Missy	SP SP Math LA PM	Same as above

SPRING SEMESTER SCHEDULE

YELLOW ROOM

	1:00-1:30	1:00-1:30	2:00-2:30	Afternoons
MONDAY	Art / Play Centers and choices are set up each day. Children are encouraged to stay with a project until "finished."		Clean-Up 2:15 Story	Meetings
TUESDAY	Art	Play	Clean-Up 2:15 Story	
WEDNESDAY	Play	Group Singing	Singing 2:15 Story	
THURSDAY	Art	Play	Clean-Up 2:15 Story	
FRIDAY	Play	Group Singing	Clean-Up 2:15 Story	

Each child's individual schedule is planned following the learning centers as closely as possible. Sample schedules are included.

DEVELOPMENTAL TRAINING CENTER
Daily Schedule

S - Shellie
T - Todd
A - Andy
R - Ron
M - Mike
K - Keith

SP - Speech
PE - Physical Education
J&R - All have juice and recess

NAME _____ COTTAGE G, H, I TEACHER Christine Rans

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-9:00					
Language Arts orange room 9:00-9:30	S,R,T,A,K,M	S,R,T,A,K, M - SP	S,R,T,A,K,M	S,R,T,A,K, M - SP	S,R,T,A,K M - SP
Language Arts orange room 9:30-10:00	S,A,K T,R,M } PE	S,A,K T,R,M } PE	S,R,T,A,K,M	S,A,K T,R,M } PE	S,E,R,A,K,M
Math green room 10:00-10:30	S,R,T,A,K,M S,T,M,R A,K - PE	S,R,T,A,K,M S,T,M,R, A,K - PE	S,R,T,A,K,M	S,R,T,A,K,M S,T,M,R, A,K - PE	S,R,T,A,K,M
Math green room 10:30-11:00	A,K - PE T,R,M,S	A,K - PE T,R,M,S	S,R,T,A,K,M	A,K - PE T,R,M,S	S,R,T,A,K,M
Perceptual yellow room 11:00-11:30	J&R K - SP J&R K - SP A,R,M,S,R	A - SP J&R A - SP J&R S,R,T,A,K,M	J&R K - SP J&R K - SP S,R,T,A,M	A - SP J&R A - SP J&R S,R,T,A,K,M	A - SP J&R A - SP, K - SP J&R K - SP S,R,T,A,M
Perceptual yellow room 11:30-12:00	A,T,M,S,R,K	A,T,M,S,R,K	A,T,M,S,R,K	A,T,M,S,R,K	A,T,M,S,R,K
orange room 12:00-12:30	All All - Lunch	All All - Lunch	All All - Lunch	All All - Lunch	All All - Lunch
Lunch room 12:30-1:00	and Recess	and Recess	and Recess	and Recess	and Recess
yellow room 1:00-1:30	S - PE All - Art	S - PE All - Art	All - orange room	S - PE All - Art	All - orange room
yellow room 1:30-2:00	R - SP All - Art	All - Art	R - SP All - Music	All - Art	R - SP All - Music
orange room 2:00-2:30	T - SP All - Group	All - Group	T - SP All - Group	All - Group	T - SP All - Group
2:30-3:00					
3:00-5:00					

DEVELOPMENTAL TRAINING CENTER
Daily Schedule

AME_____ COTTAGE_____ TEACHER_____

ILD ADVOCATE_____

	Monday	Tuesday	Wednesday	Thursday	Friday
:00-8:30					
:30-9:00					
:00-9:30					
:30-10:00					
0:00-10:30					
0:30-11:00					
1:00-11:30					
1:30-12:00					
2:00-12:30					
:30-1:00					
:00-1:30					
:30-2:00					
00-2:30					
:30-3:00					
:00-5:00					

DEVELOPMENTAL TRAINING CENTER
Daily Schedule

NAME Vicki COTTAGE H TEACHER Nancy

CHILD ADVOCATE Barbara

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Cottage	Cottage	Cottage	Cottage	Cottage
8:30-9:00	↓	↓	↓	↓	↓
9:00-9:30	P.E.	P.E.	L.A. Group	P.E.	L.A. Group
9:30-10:00	Perceptual Motor	P.M.	P.M.	P.M.	P.M.
0:00-10:30	Reading	Reading	Reading	Reading	Reading
0:30-11:00	↓ Snack	↓ Snack	↓ Snack	↓ Snack	↓ Snack
1:00-11:30	Math	Math	Math	Math	Math
1:30-12:00	Games	Speech	Swimming	Speech	Speech
2:00-12:30	Ready for Lunch / Lunch	Lunch	↓	Lunch	Lunch
2:30-1:00	↓ Recess	↓ Recess	↓	↓ Recess	↓ Recess
1:00-1:30	Art	Art	Lunch	Art	Art
1:30-2:00	Free Play	Free Play	Group Singing	Free Play	Free Play
2:00-2:30	↓ Story	↓ Story	↓ Story	↓ Story	↓ Story
2:30-3:00	Rec	Rec	Rec	Rec	Rec
3:00-5:00	↓	↓	↓	↓	↓

DEVELOPMENTAL TRAINING CENTER
Daily Schedule

NAME Michelle COTTAGE I TEACHER Nancy

CHILD ADVOCATE Joan

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Cottage	Cottage	Cottage	Cottage	Cottage
8:30-9:00	↓	↓	↓	↓	↓
9:00-9:30	L.A.	L.A.	L.A.	L.A.	L.A.
9:30-10:00	Perceptual Motor	P.M.	P.M.	P.M.	P.M.
10:00-10:30	Listening L.A. Games	Listening L.A. Games	Listening L.A. Games	Listening L.A. Games	Listening L.A. Games
10:30-11:00	↓ Snack	↓ Snack	↓ Snack	↓ Snack	↓ Snack
11:00-11:30	P.E.	P.E.	"Free"	P.E.	Motor Games
11:30-12:00	Speech	Speech	Swimming	P.M. Games	Speech
12:00-12:30	Ready for Lunch Lunch	Lunch	↓	Lunch	Lunch
12:30-1:00	↓ Recess	↓ Recess	↓	↓ Recess	↓ Recess
1:00-1:30	Art	Art	Lunch	Art	Art
1:30-2:00	Free Play	Free Play	Group Singing	Free Play	Free Play
2:00-2:30	↓ Story	↓ Story	↓ Story	↓ Story	↓ Story
2:30-3:00	Rec	Rec	Rec	Rec	Rec
3:00-5:00	↓	↓	↓	↓	↓

DEVELOPMENTAL TRAINING CENTER
Daily Schedule

NAME Andrew COTTAGE H TEACHER Chris

CHILD ADVOCATE Chris

Color specifies room

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-9:00					
9:00-9:30	orange Lang. Arts	orange Lang. Arts	orange Lang. Arts	orange Lang. Arts	orange Lang. Arts
9:30-10:00	↓	↓	↓	↓	↓
10:00-10:30	green-Math P.E.	green-Math P.E.	green Math	green-Math P.E.	green Math
10:30-11:00	↓ green-juice	↓ green-juice	↓ green-juice	↓ green-juice	↓ green-juice
11:00-11:30	yellow Perceptual	Speech	yellow Perceptual	Speech	Speech
11:30-12:00	↓	yellow Perceptual	↓	yellow Perceptual	yellow Perceptual
12:00-12:30	orange Lunch	orange Lunch	orange Lunch	orange Lunch	orange Lunch
12:30-1:00	and Recess	and Recess	and Recess	and Recess	and Recess
1:00-1:30	yellow Art	yellow Art	yellow Music	yellow Art	orange Music
1:30-2:00	↓	↓	↓	↓	yellow
2:00-2:30	orange story/snack	orange story/snack	orange story/snack	orange story/snack	orange story/snack
2:30-3:00	Cottage	Cottage	Cottage	Cottage	Cottage
3:00-5:00					

DEVELOPMENTAL TRAINING CENTER
Daily Schedule

NAME Shellie COTTAGE Home TEACHER Chris

CHILD ADVOCATE Patricia

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-9:00					
9:00-9:30	orange Lang. Arts	orange Lang. Arts	orange Lang. Arts	orange Lang. Arts	orange Lang. Arts
9:30-10:00	↓	↓	↓	↓	↓
10:00-10:30	green Math	green Math	green Math	green Math	green Math
10:30-11:00	↓	↓	↓	↓	↓
11:00-11:30	yellow Perceptual	yellow Perceptual	yellow Perceptual	yellow Perceptual	yellow Perceptual
11:30-12:00	↓	↓	↓	↓	↓
12:00-12:30	orange Lunch	orange Lunch	orange Lunch	orange Lunch	orange Lunch
12:30-1:00	and Recess	and Recess	and Recess	and Recess	and Recess
1:00-1:30	Physical Education	Physical Education	yellow	Physical Education	orange Social
1:30-2:00	yellow Art	yellow Art	Music	yellow Art	yellow Music
2:00-2:30	orange Story/Snack	orange Story/Snack	orange Story/Snack	orange Story/Snack	orange Story/Snack
2:30-3:00	Home	Home	Home	Home	Home
3:00-5:00					

After a child is assessed, program goals are designed. These goals compliment the interdisciplinary goals and are used in program planning and lesson preparation. Samples are included to show the variety of children served in the DTC environment.

INDIANA UNIVERSITY
Developmental Training Center
2853 EAST TENTH STREET
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-6300

NAME OF REPORT: EDUCATIONAL SEMESTER GOALS

Name: Toni
Age: 7 years, 4 months
Birthdate:
Date of Report: 1-3-77
Reporter/Examiner: Nancy

Pursuant to PL93-568, this information cannot be disseminated to any other agency without the written consent of the parents.

Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

All interdisciplinary goals will be carried through each day in planning for Toni.

1. Toni will attend to all tasks with her eyes, body and mind.
2. Toni will follow directions as given.
3. Toni will gain independence in work habits.
4. Toni will stabilize all alphabet letters, capital and small.
5. Toni will continue to increase her sight words with emphasis on left-right eye movement.
6. Toni will learn to use beginning sounds as part of her work analysis.
7. Toni will express herself in complete sentences.
8. Toni will learn to print Toni, other letters and draw a simple man and other objects.
9. Toni will learn to cut out very simple shapes.
10. Toni will learn to color in a defined space.
11. Toni will learn to do 12-15 piece puzzles, and easy peg and block patterns.
12. Toni will learn spatial concepts such as first, last, between, above, below, and time concepts such as tomorrow, week, etc.
13. Toni will know numerals 1-12, concepts and be able to count objects accurately.
14. Toni will know how to assess which set is more.

Toni
Educational Semester Goals
January 3, 1976

15. Toni will learn o'clock and thirty.

16. Toni will learn coins and something about relative value.

Nancy
Demonstration Teacher

Toni
Staffing Summary
January 26, 1977

Interventions for Toni - Spring Semester 1977

I. Toni will learn to control impulsive behavior.

A. Loud and constant talking
1. Toni will learn to be quiet. This should be built in once a day in each discipline.
   a. use a timer and a structured activity Toni can do alone.
   b. start with 1 minute. When she has had 10 successes build to 2 minutes until she has attained 5 minutes.
2. Remind Toni ahead of time to be quiet, explaining what she is to do and use, "Be quiet."
3. If Toni continues to talk or is too loud, use:
   a. "Talk softly."
   b. "Use an inside voice."
   c. Use "sh" gesture - finger to mouth.
4. A sit-out can be used to calm down rather than as disciplinary action.

B. Interrupting
1. Cue her not to interrupt at all with, "You are interrupting, wait," or fingers to lips.
2. After no longer than one to two minutes, attend to her regardless of what she is doing.
3. Help her learn to wait until children or adult has finished.

C. Grabbing
1. Toni has access to lots of materials on her own.
2. Toni has free choices.
3. Cue her to learn to wait before hand.
4. Place materials appropriately in a lesson.
5. Toni learns to ask other children instead of grabbing.

D. Running away
1. Give clear expectations of task and explanation of start and finish.
2. Teach what taking turns means and how to do it.

E. Pulling or poking at adults
1. Teach Toni appropriate approaches to adults including when and what to say.
2. New adults should respond to Toni with, "What are you supposed to be doing?"

After Toni has been taught qppropriate behavior, reminded, and warned once a Quick-Sit/Sit-Out will be used as outlined:

1. Isolate Toni as much as possible within confines of group.
2. Tell her or take her to sit alone, be quiet and think.
3. Tell her exactly why, quickly, and leave her.
4. Tell her that when she can correct behavior then she can come back.
5. If she does not come back in 1-3 minutes invite her back.
6. Continue with interrupted activity.

II. To help Toni complete and concentrate on tasks and to build her recognition of her own achievements, motivators other than adult recognition and praise must be found. Ultimately, the task itself might become rewarding. Some successful motivators are:
Being able to choose an activity after completion of lesson.
Learning to do a task that she wants to do then giving her responsibility for the task.
Earning a reward.
Avoid hugging, clapping and physical responses as much as can.

A. Cue Toni as described in Goal I to increase concentration.

B. Have Toni work in as quiet a place as possible.

C. Define clearly what completion of a task means.

D. To cue eyes to the task point or direct non-verbally whenever possible.

III. Toni will recognize her value as a person.

A. Toni needs to learn to evaluate her own performance and take responsibility for improving. Now adult praise and recognition are important to Toni and should be given while moving toward other motivators.
1. Help her evaluate her own performance realistically.
2. Use visual means to show progress such as charts.

B. Toni will use her strengths appropriately.
1. Encourage use of her sociability and encourage peer interaction.
2. Encourage language development through modeling then ask her to repeat when corrected.
a. Use of complete sentences and complete questions.
b. Use of s, ing and past tense of verbs.
c. Use of he and she.
d. Use of negative in a sentence. Ex: He is not here.

C. Toni will be made aware of her body movements and helped to slow down.

D. Toni will not approach and talk to strangers without permission.

E. Toni will learn conversational skill appropriate to her developmental age.

IV. Toni will develop her skills in all areas with perceptual-motor receiving primary emphasis. The following skill will be practiced in all disciplines as much as possible.

A. Self-help
1. Buttoning (large)

2. Tying a single knot
3. Cutting food
4. hair combing and brushing
5. Teeth brushing

B. Fine Motor
1. Cutting
2. Drawing simple shapes and forms
3. Printing numbers and letters
4. Printing Toni
5. Coloring in lines
6. Working puzzles and other manipulative devises

C. Gross Motor
1. Body awareness
2. Moving parts of her body
3. Balance
4. Ball skills - throwing and catching
5. Body control
6. Hopping
7. Jumping
8. Climbing

D. Left-Right Movement
1. Tracking with eyes and hand movement crossing the midline of her body.
2. Number lines, pictures, board games and letters that are in lines where she has to move left to right are good practice for reading.

E. Use of right side as dominant side. Toni will be cued to her right side for all tasks and encouraged to use both right and left together when appropriate.

V. Toni will learn to express her emotions through the following step-by-step goals.
(1) Toni will recognize what cues go with specific emotions.
(2) Toni will imitate (role play) cues that go with specific emotions.
(3) Toni will label and describe emotions of others.
(4) Toni will correlate the actions with the feelings.
(5) Toni will produce appropriate actions for her feelings.

Interventions

A. The emotions happy, sad and angry (mad) will be the target emotions first. Toni uses scared and afraid a great deal, but we will focus on what does she really mean when she says these or discuss how she feels when she says these.

B. All disciplines will discuss feelings of others with attention to cues that let us know.

C. Role playing emotions will be continued in recreation and cottage.

D. Talking through feelings with an opportunity to feel the emotion as it happens will be used by the primary people in education, recreation, speech, cottage and physical education. This is not to be used by others with Toni being bombarded. Use an approach similar to P.E.T. where there is a reflection of feelings.

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Developmental Training Center
2853 EAST TENTH STREET
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-6300

NAME OF REPORT: EDUCATIONAL OBJECTIVES

Name: Michelle
Age: 7 years, 4 months
Birthdate:
Date of Report: 1-3-77
Reporter/Examiner: Nancy

Pursuant to PL93-568, this information cannot be disseminated to any other agency without the written consent of the parents.

Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

All disciplinary goals will be followed in all programming for Missy.

1. Missy will consistently follow daily routine and rules.
2. Missy will continue to respond to concept of this _____, then this _____.
3. Missy will sit in group lessons for 10-15 minutes.
4. Missy will sit in 1-1 lessons for 15-20 minutes.
5. Missy will attend to task for 1-2 minutes.
6. Missy will be more consistent day to day.
7. Missy will increase her skills.

Nancy
Demonstration Teacher

INDIANA UNIVERSITY
Developmental Training Center
2853 EAST TENTH STREET
BLOOMINGTON, INDIANA 47401
TEL. NO. 812—337-6399

NAME OF REPORT: STAFFING SUMMARY - BEHAVIOR MANAGEMENT PROGRAM

Name: Michelle
Age: 7
Birthdate:
Date of Report: 1-12-77
Reporter/Examiner: Joan

Pursuant to PL93-568, this information cannot be disseminated to any other agency without the written consent of the parents.

Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

Consistency

It is imparative that all of us deal CONSISTENTLY with Missy and her behavior. We will try the following program, as specified. If something is not working or you find a variation that works better, please inform me immediately so that appropriate changes can be made.

Program

Some important points:

1. Give clear, concise directions that Missy understands. Use gestures and provide a model (another child, for instance) or a demonstration whenever possible or whenever needed.

2. If you want Missy to do something, give a direct command (i.e., "Missy, do _____," or when possible, "Do _____, then you can _____"), BUT say it in a calm, positive voice as though you expect Missy to comply.

3. Missy understands, "Do this ____, then you can do _____." This may be used many times to provide information to Missy about the routine and what is expected of her. Also if Missy indicates that she wants to do something, using the thing she wants to do as the "then you can do _____" can act as a reinforcer. Whenever using this approach, make sure Missy only has one activity to do before she is allowed to do the "then you can do _____."

4. Use natural oonsequences whenever possible. For instance, if Missy does not put on her coat, then she can't go outside. The "This _____, then you can do _____" works very well in these instances.

5. There are times when you can provide choices for Missy (i.e., "Missy, do you want to play with the puzzle or the baby doll?"). Provide choices whenever possible, but only when they are honest.

6. Missy will often express her feelings ("No want it," "I want out," "I wanna go"). Recognize Missy's feelings when it is appropriate, but relate what Missy must do (i.e., "I know you want to go but it is time to do _____"). You may also use the "This _____, then _____" very effectively (i.e., "Do _____, then you can go"). If Missy must do the task, make sure she does it. There are times when Missy says "No want it" that you may recognize her feelings and stop the activity. For instance, if Missy is sitting at an activity for a period of time and she says "No want it" she could be telling you that she needs a change. Recognize this, end the activity - do something else.

Providing Positive

Any time Missy does any of the behaviors listed below, give her praise and warm touch. In order for Missy to change her behavior she must receive positive attention when she is doing something good. Give praise for:

1. complying to directions.

2. appropriate helping - something you want Missy to do (DO NOT allow Missy to push/pull other children, grab items from you to carry, etc.)

3. playing - either with peers or independently; do not interrupt the activity and praise Missy, wait until she is finished.

4. waiting - continually give praise (i.e., "Good waiting, Missy"); you should not wait any longer than 30 seconds before giving Missy verbal recognition. Also, ignore Missy's whining. Do not expect Missy to wait any longer than 2 minutes without some small task to keep her busy.

5. controlling her impulsive behaviors (i.e., grabbing, hitting, climbing on adult, etc.)

6. completing a task - any appropriate performance.

7. completing a task that she can do but asks for help - if Missy asks for help and you know she can do the task, just say, "I'm here, you can do it." Give her verbal praise immediately upon completion of the task.

8. interacting appropriately with peers/adults - besides giving praise it is important to label the "good" action (i.e., "Good watching, Missy," "Thank you, Missy, for giving Bill the toy"). Do not tell Missy what NOT to do, phrase it positively. The positive behavior and the negative actions are listed below so that you may be aware of what to look for:
   a. watching (rather than grabbing or hitting).
   b. nice talking (rather than whining).
   c. telling (peer/adult) what she wants (rather than pushing/pulling, touching, hitting). We do not want Missy initiating an interaction by touching. Right now that is all she has. If Missy obviously wants to interact, say to her, "Tell me what you want" or "Tell

Bill what you want." See if she responds. If not provide the words for her. We will use the following cues:
(1) "help me"
(2) "_____ play" (name of person)
(3) "do _____" (picture, cut, etc.)
(4) "hug me"

How to react to the negative behaviors

We will attempt the following program when Missy demonstrates any of the behaviors listed below. It is important that we all do the steps as they are described:

If Missy:

1. does not comply - says "no," runs away, giggles and laughs, acts like it is a game, throws herself on the floor, or any other refusal behavior.

2. is aggressive - hits, kicks, grabs, pushes, throws things.

3. interrupts - gets herself in the way to get attention, bothers other children, jumps or climbs on people.

Steps:

1. state the command. If refused -

2. restate the command and ignore for 15 seconds. If still refusal or if Missy attempts to run away -

3. depending on the situation:
   a. simply saying, "I'll help" may end the refusal.
   b. physically directing Missy back to a given area while "ignoring" (not looking at her) may get compliance. If not -

4. say, "I'll help you" and physically assist Missy. If refusal or aggressive behavior occurs -

5. restate the command with the time out option: "Missy, you must do _____ or go to time out, 1, 2, 3." Remain calm but assertive. When counting, do not say anything inbetween; count at a speed of one per second. NOTE: Have hand on Missy while doing step or she runs. If no compliance -

6. say, "time out," taking Missy to the time out closet as quickly as possible. Do not say anything. Remain neutral. Leave Missy in the closet for 1-3 minutes or until quiet.

7. When you open the door, say, "Time to do _____." If Missy refuses, laughs, etc., close the door immediately and wait for another 1-3 minutes. If Missy comes out of the closet, complies until she gets to the designated area, then starts refusal behavior again, immediately take her to the closet again. Close the door and ignore her for 1-3 minutes.

Joan Client Advocate

INDIANA UNIVERSITY
Developmental Training Center
2853 EAST TENTH STREET
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-6900

NAME OF REPORT: EDUCATIONAL GOALS

Name: Patty
Age: 5 years, 4 months
Birthdate:
Date of Report: 1-3-77
Reporter/Examiner: Nancy

Pursuant to PL93-568, this information cannot be disseminated to any other agency without the written consent of the parents.

Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

All interdisciplinary goals will be carried through each day in planning for Patty.

1. Patty will learn to follow routine with minimal cues from adults.
2. Patty will learn to respond to the interdisciplinary verbal commands 80% of the time, particularly learning stay.
3. Patty will demonstrate she knows spoon, ball, bell, coat, hat, cup, toilet, book, drink, pants, arm, leg.
4. Patty will begin to perform skills on her own after repeated practice and teaching.
5. Patty will be aware of people and objects in her environment as demonstrated by eye contact, movement towards and reaction to.
6. Patty will imitate adult or peer action.
7. Patty will begin to take a more active part in the toilet training effort.

Nancy
Demonstration Teacher

INDIANA UNIVERSITY
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2853 EAST TENTH STREET
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-4300

NAME OF REPORT: EDUCATIONAL GOALS
(SPRING SEMESTER 1977)

Name: Todd
Age: 11
Birthdate:
Date of Report: 12-22-76
Reporter/Examiner: Chris

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Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

1. Todd will continue in the DTC reading program.
   a. Increase sight-words
   b. Increase sentence awareness
   c. Develop concept of the short story
      (1) Sequencing pictures
2. Todd will increase concept awareness of grouping by 10's to 100.
3. Todd will develop simple addition skills.
4. Todd will be introduced to concepts of telling time and money.
5. Todd will review general concepts.
6. Todd will develop his fine motor skills to help express his feelings through written communication.
7. Todd will continue an awareness of his body as a whole; parts as to what they do.
8. Todd will use full sentences in asking questions.
9. Todd will develop inside play skills with one peer.

Chris

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TEL. NO. 812—337-6500

NAME OF REPORT: EDUCATIONAL BEHAVIORAL OBJECTIVES
(SPRING SEMESTER 1977)

Name: Todd
Age: 11
Birthdate:
Date of Report: 12-31-76
Reporter/Examiner: Chris

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1. Todd will learn to attend to task.
2. Todd will learn to follow 2-part adult direction.
3. Todd will follow direction appropriately in group of 2-3.
4. Todd will express feelings and concerns when refusing adult direction.

Chris
Classroom Teacher

INDIANA UNIVERSITY
Developmental Training Center
2853 EAST TENTH STREET
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-6300

NAME OF REPORT: EDUCATIONAL OBJECTIVES FOR SPRING 1977

Name: Shellie
Age: 11
Birthdate:
Date of Report: 12-31-76
Reporter/Examiner: Chris

Pursuant to PL93-568, this information cannot be disseminated to any other agency without the written consent of the parents.

Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

1. Shellie will continue to perform in a structured language arts program focusing primarily on the following:

   increase sight word recognition
   continue simple understanding of phonics rules
   introduce some dictionary skills
   increase listening skills
   increase independent reading (factual)
   develop comprehension skills

2. Shellie will develop her math skills in the following areas:

   adding 2 numbers less than 100
   regrouping ones as tens
   subtracting 2 numbers less than 100
   regrouping tens as ones
   introduce the calculator
   develop problem-solving skills
   introduce fractions
   continue to develop in telling time and money

3. Shellie will increase her ability to write in cursive.

4. Shellie will increase her awareness of weight measure and capacity.

5. Shellie will increase her awareness of life and growing up.

Chris
Classroom Teacher

INDIANA UNIVERSITY
Developmental Training Center
2853 EAST TENTH STREET
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-6300

NAME OF REPORT: BEHAVIORAL EDUCATIONAL GOALS
(SPRING SEMESTER 1977)

Name: Shellie
Age: 11
Birthdate:
Date of Report: 12-31-76
Reporter/Examiner: Chris

Pursuant to PL93-568, this information cannot be disseminated to any other agency without the written consent of the parents.

Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

1. Shellie will express herself and feelings at a specified time.

   Intervention - When Shellie is showing a great deal of frustration and aggression, she should be ignored, given simple academic direction (depending on time of day); then when it's convenient for the adult, Shellie can be given a specified time (10 minutes) to sit and talk about whatever she wants, adult giving very little feedback; when time is up then academic direction will be given; a redirection or ignoring might be necessary if she doesn't comply to time limit.

2. Shellie will help get herself to school on time.

   Intervention - When Shellie arrives between 9:00-9:05, she is to be reinforced verbally and physically (a hug); if she is later, then she is to be ignored until the adult has time to give her her academic instruction, even if she comes in screaming and making excuses for herself. If Shellie is late for school, her consequence for being late is missing snack/lunch if her academic work is not done. If she states, "I don't want snack," that is to be ignored. If Shellie needs adult help with her work, after she has been late, she has to wait until the adult has time for her.

3. Shellie will control her emotions and feelings in an appropriate manner.

   Intervention - Shellie can control herself rather well. If she becomes emotional (whining, crying, screaming), she is to be ignored. Give her no attention - just a direction, "When you are ready to work, come and get me," and walk away. Ignoring Shellie is the best help she could receive.

Shellie
Behavioral Educational Goals
December 31, 1976

If Shellie becomes destructive to herself, others or equipment, she is to be placed in Time Out, showing little or no emotion by the adult. When Shellie is quiet, then open door and ask if she is ready for _____. Continue this pattern until she is ready to come out. If necessary, write in large print, instructions for her (example: 1) quiet down; 2) leave Time Out; 3) clean up glass; 4) eat lunch).

4. Shellie will complete all academic tasks asked of her.

Intervention - If Shellie is given directions to a task and she starts to manipulate in any way, she is to be ignored. Get up and leave her. She should be told that "when you are ready to work, come and get me."

If she doesn't complete her work in each room, it is taken to the next room but completed after the next room's work is done.

Make sure to praise Shellie for all her good work and behavior.

5. Shellie will interact appropriately with all adult instructors.

6. Shellie will learn to interact appropriately with peers.

Intervention - Reinforce Shellie for good play. Remove Shellie from inappropriate play and either discuss or ignore the problem.

Chris

CLASSROOM MATERIALS AND EQUIPMENT

Many of the classroom materials are on loan from the Instructional Materials Center which is housed at the Developmental Training Center, Indiana University, Bloomington, Indiana.

ORANGE ROOM - LANGUAGE ARTS

Holt, Rinehart, Winston Reading Series (1973)
Holt, Rinehart, Winston, Inc., New York, NY

Scott, Foresman Reading Systems (1971)
Scott, Foresman and Co., Glenview, IL 60025

S.R.A. (Science Research Associates, Inc.) (1970)
259 E. Erie St., Chicago, IL 60611
2 items/Reading Program and Reading Laboratory

Reading Essentials Series (1972)
Steck-Vaughn Co., Austin, TX

Up We Go (1970)
The Economy Co., Indianapolis, IN

Advantage (1975)
Prentice-Hall, Inc., Englewood Cliffs, NJ

To Read, Write, and Listen (1971)
by Boston Educational Research Co.
J. B. Lippincott Co., New York, NY

Peabody Language Development Kits
American Guidance Service, Inc.
Publishers' Building, Circle Pines, MN 55014

The First Talking Alphabet (1967)
Scott, Foresman and Co., Glenview, IL 60025

Stories for Listening: Learning Speech Sounds (1970)
McGraw-Hill, Inc., New York, NY

(Orange Room - continued)

Early Childhood Enrichment Series (1969)
Milton-Bradley Co., Springfield, MA 01101

Language Development Cards (1968)
Economy Co., Indianapolis, IN

Readers' Digest Initial Experiences (1972)
Readers' Digest Educational Division
Pleasantville, NY 10570

Vowel Sounds (self-instructional) (1970)
Milton-Bradley Co., Springfield, MA 01101

Listening Skills Program (1975)
Educational Development Corp.

Edmark Reading Program
Edmark Associates, 13249 Northrup Way, Bellevue, WA 98005

Bowman Early Childhood Series (1968)
Bowman Publishing Corp., Glendale, CA

Troll Read-Alongs (1973)
Troll Associates, Mahwah, NJ 07430

Visual Guessing Games (1974)
Bowman Publishing Corp., Glendale, CA

Developmental Learning Materials
7440 Natchez Ave., Niles, IL 60648

Miscellaneous
- Bell and Howell Language Master Machine
- Record player
- Cassette recorder
- Filmstrip projector and screen
- Head phones
- Pencils, crayons, scissors, glue, stapler
- Language games - Lotto
- Picture cards
- Word flash cards
- Sequencing cards
- Flannel board
- Matching cards
- Likenesses/differences objects
- Alphabet, cards, manipulate, etc.
- View Master machine
- Cardboard bricks

AQUA ROOM - ENTRANCE

Plant stand with light

Work bench with hammer, saw, nails, wood

Pet guinea pigs

Bike, scooter, balls

Terrarium

Cubbies for clothes

Coat hooks

OFFICE AND OBSERVATION ROOM

2 teacher's desks

2 smaller desks

4 chairs

Telephone

Bookshelf

YELLOW ROOM - PERCEPTUAL, ART, MUSIC

Kitchenette with sink, stove, refrigerator, oven and storage cabinets

Sand table

Piano

Record player and records

Musical instruments - bells, drums, flutes, sticks

Exploring Music (1971)
Holt, Rinehart, Winston Corp., New York, NY

Dress-up clothes

Flannel board

Puzzles

Puppets

Instructo Materials
Instructo Corp., Paoli, PA 19301
A variety

Play room section - mirror, scales, cradle, dolls, cot, chair, table, cooking utensils, 5 pieces of wooden play set

Developmental Learning Materials
7440 Natchez Ave., Niles, IL 60048
Many individual boxes

Beads for stringing

Free-reading books

(Yellow Room - continued)

Teach Me - Flash Cards (fish, animals, etc.)
NAB Graphic Products, Inc.
5 Kean St., West Babylon, NY 11704

Peg boards and pegs

Rubber band design boards and rubber bands

Stencils and Writing Cards
Ideal School Supply Co., Oak Lawn, IL 60453

Health and Growth Program (1974)
Scott, Foresman and Co., Glenview, IL 60025

Individual science books

Different kinds/sizes of balls

Measuring items

Batteries

Magnets

String, rubber bands, balloons

Shape wagon

Different shaped objects

Shells, straws, sticks, toothpicks

Board with wood blocks, shoe strings and belt on it

Pull toys

Wood blocks

(Yellow Room - continued)

Fairbanks-Robinson Program (1969)
Teaching Resources Corp.
100 Boylston St., Boston, MA 02116

Beginning to Learn: Fine Motor Skills (1970)
Science Research Associates
259 E. Erie St., Chicago, IL 60611

Stuffed animals, riding horse, step-slide-rocker, large green truck, pull toys

Easel

Construction and easel paper

Markers, pens, pencils, crayons, scissors, paste, glue, rubber cement

Yarn, pipe cleaners, styrofoam, candles, sponges

Paint - tempera, finger, spray, water color

Paint brushes, paste brushes, paint shirts

Beads, glitter, material scraps

Chalk - colored, pastels, white

Clothes pins, tongue depressors

Play-Doh and cutouts, rolling pins

Chalk boards, magic writing boards

GREEN ROOM - MATH

Glue, pencils, scissors, crayons, rulers

Free-reading books, puzzles

Number board

Student Activity Cards for Cuisenaire Rods (1971)
Cuisenaire Company of America, Inc.
12 Church St., New Rochelle, NY 10805

Beginning Math Concepts - Singer
Society for Visual Education
1345 Diversy Parkway, Chicago, IL 60614

Flash cards (+), (-), (X), ($\div$), telling time

Large plastic dominoes

Games

Pick-Pairs (1971)
Milton-Bradley Co., Springfield, MA 01101

Say-It, Arithmetic Learning Series (1951)
Ganard Publishing Co., Champaign, IL
Addition and subtraction

Sum Fun (1967)
Educational Fun Games, Winnetka, IL

Mix 'n Match Puzzles
Trend Enterprises
2 games

Smarty (1958)
Educational Ideas, Chicago, IL

Giant Beaded Dominoes
Ideal School Co., Oak Lawn, IL 60453

(Green Room - continued)

Cuisenaire rods

Attribute Game
Invicta Plastics, L.T.D.
Oadby

Hard Wood Dominoes
Playskool

Developmental Learning Materials
7440 Natchez Ave., Niles, IL 60648
Variety of math-related materials

Learning clocks - variety of cardboard, plastic, rubber clocks

Puzzle Grams
Ideal School Supply Co., Oak Lawn, IL 60453

Geometric shapes - variety of colors, sizes, materials

Readiness for Learning Clinic
J. B. Lippincott Co., New York, NY

Instructo Activity Kit - Discovering Fractions (1971)
Instructo Corp., Paoli, PA 19301

Visual Training Cards
I.M.C. for Handicapped Children and Youth
213 Erickson Hall, Michigan State University
East Lansing, MI 48823

Scales, balances for measurement

Telling Time Kit (1970)
Encyclopedia Britannica Ed. Corp.
425 N. Michigan Ave., Chicago, IL 60611

Modern School Mathematics and Mathematics for Individual Achievement (1974)
Houghton-Miffin Co., Geneva, IL

Mathematics Around Us (1975)
Scott, Foresman Co., Glenview, IL

(Green Room - continued)

New Steps in Mathematics (1969)
American Book Co., New York, NY

Exploring Elementary Mathematics (1970)
Holt, Rinehart, Winston Co., New York, NY

Manipulative aids - abucus, bundling sticks, pegs, clocks, nail boards

Handwriting with Write and See (1968)
Lyons and Carnahan, Inc., Chicago, IL

Creative Growth and Handwriting (1975)
612 N. Park St., Columbus, OH 43215

Magic Writing Boards, chalk boards, typewriters, flannel board,
puzzles (board, rubber), peg boards, design cards

Lace-a-Shape
Trend Enterprises

Instructo Materials
Instructo Corp., Paoli, PA 19301
A variety of items

Magnetic Board

DTC EVALUATION OF OBJECTIVES

1. Create an environment that accomodates children with a wide range of disabilities and varying ages.

   This objective has been successful at the DTC. Children from five through thirteen with developmental ages from one and a half through eleven or twelve have been integrated well into one environment.

2. Create a structured, ordered environment which is interesting and inviting.

   This has been successful with a great deal of effort on the part of the teachers. Care has to be taken to provide quiet learning areas for children who need stimuli reduced during lessons. However, children learn to enjoy the bright inviting rooms and respond well. There is an occasional child that needs extremely close supervision to function in this environment.

   Keeping the environment ordered takes much time and effort.

3. Create an environment where clear expectations regarding use of space, materials, and time can be specified.

   The environment is created this way, and works well for the most part. Teachers have different personalities and styles and sometimes do not work well with the same arrangement. This should be considered in planning.

4. Create an environment which encourages self-regulation and independence.

This environment encourages these traits. All children cannot handle this at any level and perhaps for them this environment is difficult. However, it is a better preparation for the world and encourages growth.

5. Create an environment which permits and encourages individualized programming, fluid groupings and flexibility when necessary.

This DTC environment maximizes this objective. The limiting factor is the personalities of the teachers, their ability to work together and the problems of the children. The classroom teacher must always remain as the person dealing with behavior for her children. She is in charge regardless of where the child is and gives suggestions and directions.

6. Create an environment that maximizes use of materials.

This classroom environment makes excellent use of materials. Problems arise when machines are broken, materials are destroyed or lost or things are not cleaned up. This can be a source of irritation and must be discussed openly with responsibilities made clear. Much thought and time must be spent on planning for material storage and maintenance.

7. Create an environment which will be supportive and exciting to special education teachers and allow staff to learn from one another.

If teachers, aides, speech clinicians, physical education teachers, therapists and others working with special children are happy with the environment this carries over to the children. Everyone is more excited and tends to try harder.

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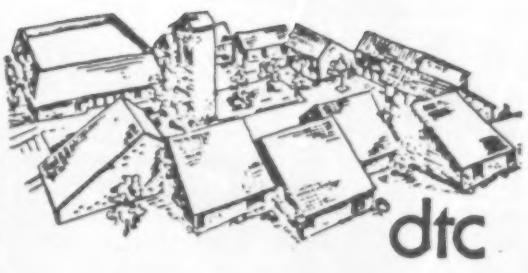
THE DEVELOPMENTAL TRAINING CENTER...

This Project is being carried out at the Indiana University Developmental Training Center in Bloomington, Indiana. The Center is committed to developing more effective procedures for providing services to developmentally disabled persons, to demonstrating methods of delivery of services, to training personnel for the delivery of services and to evaluating the quality of services delivered. Currently the Center is involved in a number of innovative projects for public schools, local community agencies and state departments. The Center is directed by Dr. Henry J. Schroeder.



CREATING A LEARNING ENVIRONMENT

SESSION EVALUATION

After viewing the convention presentation and reading through the Teachers' Exchange, your comments would be most welcome. Please complete the following questionnaire and return it in the enclosed stamped envelope. Thank you.

1. Did the presentation meet your expectations? _____

_____

_____

2. Was the session informative? _____

_____

_____

3. Can the information on environmental manipulation be utilized by your special education program? _____

_____

_____

4. In general, how would you evaluate the presentation? _____

_____

_____

5. Please rate the usefulness of the following presentation components. Check the appropriate space for each.

	Very Useful	Moderately Useful	Not Useful
Overview of the Developmental Training Center	___	___	___
Slide presentation	___	___	___